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ABSTRACT

This report describes the development and implementation of a program to assist new teachers at an inner-city school in feeling more comfortable and competent working with their students. The hypothesis was that through this competence, more opportunities for student learning would take place. The report is divided into five sections. Section 1 describes the community of the elementary school where the practicum was implemented. Section 2 describes the problems faced by beginning teachers at inner city schools and presents an overview of literature on this topic. Section 3 outlines the anticipated outcomes and evaluation instruments of the program strategy. Section 4 describes how the strategy was carried out through a series of in-service sessions, classroom observations, and conferences with the new teachers. Section 5 presents results, conclusions, and recommendations. The plan resulted in an increase in self-confidence in the new teachers, less disturbance for fellow teachers, and improvement in students' classroom behavior and learning. Three recommendations are presented: (1) new teachers to an inner-city school should establish some rapport with an experienced teacher; (2) anyone assisting the teacher should preferably be from another school with a similar population; and (3) several observations should be set up for the new teacher so he or she can see what really needs to occur in a classroom. Development, implementation, and evaluation materials are appended. (KH)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Development and Implementation of a Plan for Improving Classroom/School Behavoir in an Inner City School

By

Agnes S. Deane

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Development and Implementation of a Plan for Improving Classroom/School Behavior in an Inner City School

by

Agnes S. Deane

Cluster XIX

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1986

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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December 19, 1986

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This practicum report was submitted by Agnes S. Deane under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor in Education at Nova University.

Approved:

January 5, 1987

Date of Final Approval of Report

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ABSTRACT

Development and Implementation of a Plan for Improving Classroom/School Behavior and Learning in an Inner City School. Deane, Agnes S. 1986: Practicum Report, Nova University Ed. D. Program in Early and Middle Childhood. Descriptors: Elementary Education / Discipline / Student Behavior / Urban Schools / Disadvantaged / Black Students / Social Differences / Cultural Differences

New teachers to inner city schools have often had problems with classroom management. Staff development has rarely been provided for these teachers. Frustration has caused teachers to leave. Student learning has suffered.

This practicum writer wanted to help new teachers feel more confident and successful in working with inner city students. Through competence and self-confidence these teachers would then afford more opportunities for student learning to take place. In achieving this goal a plan was implemented which included a series of sessions, observations, and conferences with a group of new teachers at an inner city school.

The plan resulted in an increase in self-confidence in the new teachers, less disturbance for fellow teachers, and improvement in classroom behavior and learning.

CHAPTER I

INTRODUCTION

Description of Community

The elementary school where this practicum was implemented is one of thirty elementary schools in a moderately large metropolitan area. The county numbers nearly one-half million with the city limits taking up most of the county. Constructed in 1955, the school serves students in grades K-6 from 8:45 A.M. until 3:15 P.M.

An addition of two kindergarten classes and a large multi-purpose room was made in 1985. This new section, the media center, and administration offices are air-conditioned.

In September, 1986, the enrollment totaled 462. According to school records, ninety percent of the students qualified for free lunch, five percent qualified for reduced-price lunch, and the remaining five percent were not eligible or chose not to participate in lunch assistance of any kind. Most of the students come from homes which require low rental fees. A few streets in the area have middle-class homes which are owned by the occupants.

The majority of the students have single mothers who receive government assistance. Mothers who do work have

jobs in such categories as motel maid, hospital worker, or restaurant employee.

Mandated by a 1975 court order, all schools in the county must have faculties made up of fifty-five percent white and forty-five percent black to reflect the racial make-up of the county. At present, this faculty has thirteen white, twelve black, with a black female principal, black media specialist, and a white female assistant principal. The student body is one hundred percent black.

Grades K-3 are self-contained and each teacher is responsible for all subjects. Grades 4-6 change for all subjects. Physical education is provided by a specialist two times a week and a music teacher has a lesson with each class for one thirty minute period each week. Chapter I services are provided for low-scoring students in reading and math. State-funded remedial teachers also provide services to slower students.

The majority of the teachers who have been at the school for more than five years would be considered traditionalists with a structured routine that is teacher-centered. Because inner-city schools have teaching slots which appear to be the least desirable, a twenty percent faculty turnover is normal. When new teachers come with no preparation for dealing with inner-city students, they transfer to more desirable schools as soon as possible.

Author's Work Setting and Role

The writer of this practicum has taught third grade for eleven years in an inner-city school almost exactly like the one previously described. She has taught first, third and fourth grades. Her success in dealing with black students is reflected by evaluations by her principals and can be attributed to experience rather than to advanced degrees or extra coursework.

In addition, the writer has represented the school on several county textbook selection committees and state committees to study other school systems for the Southern Association of Colleges and Schools. She has served as president of the county chapter of Professional Association of Georgia Educators representing seven hundred teachers and administrators. She is currently president of the local chapter of the International Reading Association. She has reviewed test items for the state-mandated Teacher Certification Test and has written test items for the state-required third grade Criterion Referenced Test. She holds membership in professional organizations too voluminous to list. She has earned Specialist certification in Early Childhood Education and Administration/Supervision as well as being a certified data collector for the state teacher evaluation program and a test administrator for National Evaluation Systems.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

New teachers to inner-city schools have often had problems with classroom management. They have not usually been prepared in college for teaching children other than middle class children of their own culture. They failed to realize that learning cannot occur in a room of noise and distraction.

Staff development has never been provided for these new teachers. Principals were too busy with administrative duties to help. Curriculum directors were too far-removed from the classroom to offer much assistance. Fellow teachers tended to keep their "tricks of the trade" to themselves.

Consequently, there was a great deal of frustration with new teachers. Other teachers complained about the noise and disturbance, but merely closed their doors. Principals just indicated a weakness in classroom management on the first yearly evaluation. The students accomplished very little during the new teacher's first year.

The problem was that teachers new to inner-city schools were not provided guidelines for maintaining classroom order, thus decreasing learning opportunities.

Problem Documentation

A survey was designed and given to the fellow teachers at the inner city school described in the first chapter of this practicum (Appendix A). Fifteen teachers returned the survey. A great majority (12) indicated that new teachers would have greater success in their first year with some assistance in classroom management. All agreed that more learning would take place. In addition, all said that they, themselves, would have benefitted from such assistance.

The principal of the school stated her rationale for cooperating in the program (Appendix B). Among the areas she identified as having the greatest problems were cultural differences and low expectations of students' work.

All the new teachers (5 of 5) indicated on a survey designed for them (Appendix C) that they thought special skills were needed to deal with inner city students. They all indicated willingness to spend extra hours to get the needed assistance.

Causative Analysis

Special skills are needed to teach in inner-city schools. The children are different as well as their language, their culture, their values, and their perception of how things should be.

The problem is indeed complex. Teachers have come with no information and fewer skills on how to effectively deal with inner-city students. Combined with little hope of receiving any help or support, they have quickly assumed that flight to another school or another vocation may have been the only answer. Criticism from other more experienced teachers has often been the rule, and a feeling of doom has set in when a transfer has not been secured.

A strong, concerned administrator has been necessary, but far too often he/she has been overloaded with paperwork and has had unsurmountable problems with time management. Absence of a school-wide discipline policy has only served to make matters worse. A new teacher's success or failure has often been dependent on support from the school administrator.

The Related Literature

One of the reasons white teachers have difficulty motivating and diciplining black children is the cultural dissonance that occurs when teachers behave differently from the way the children expect authority figures to behave. Black mothers tend to be firmer and more physical in their discipline than white mothers. Consequently, when the child encounters a white teacher in school practicing all the techniques she has learned in college, the children "run all over her" and are labeled discipline problems (Hale, 1982).

Lein(1975) observed that black migrant children tease parents and older relatives and engage in physical argument, but fewer attempts at verbal combat or pressure were seen. Teachers relatively unacquainted with this stylistic game-playing react as if the children were seriously challenging their authority.

The goal of the teacher is to structure the classroom environment in such a way as to provide minimal conflict and maximum opportunity for the child to manage himself/herself. Particularly with preschool children, where numerous attention problems exist, the teacher should examine the schedule, the fatigue level of the children, the difficulty or monotony of the activities, and the nutrition or health of the children as first steps in diagnosing the problem. The teacher should be sure that

classroom rules are realistic and flexible and that they are understood by the children (Hale, 1982).

The most repeated theme in classroom management is structure and organization. Teachers must know exactly where they are going and how they intend to get there for virtually every moment of the classroom day. Nothing is left to chance and at least in the initial stages of the school year, the classroom is not a place for creative exploration through which the child "discovers himself". This comes later, but first and foremost the rules must be learned and respected. Without this the teacher and the children face a year of chaos, confrontation, and confusion (Dunn, 1980). Rosenshine (1978) agrees that classes which have poor management usually have low academic-engaged time, consequently low achievement gain.

Jere Brophy (1982) gives some concrete descriptions of successful teachers in inner-city classrooms 1) Those teachers believed that students are capable of learning and they are capable of teaching them successfully. 2) They organize and manage their classrooms to insure that the time is spent on instruction. 3) Organization of the classroom environment begins before school starts in the fall with the arrangement of physical space and seating patterns to complement the teacher's instructional objectives and methods. 4) Once the students arrive, effective teachers take time immediately to instruct students on

classroom procedures and routine. 5) The year is begun with detailed instruction on how to make smooth transitions between activities, to sharpen pencils, to obtain equipment, to get help with assignments, and to check their work. 6) Students are actively taught in large and small groups-demonstrating skills, explaining concepts, conducting participatory and practice activities, explaining assignments, and reviewing when necessary.

Stanley Vasa (1984) states that the more effective teacher has strengths affecting classroom behavior in the following areas: 1) initial meetings planned for maximum contact and control; 2) well-prepared rules and procedures; 3) efforts to teach rules and appropriate behavior; 4) effective monitoring of students; and 5) apparent consequences for either good or inappropriate behavior.

It is evident to Dunn, (1980) that the best teachers of the disadvantaged are not new, inexperienced teachers who are simply passing through poor schools on their way to other professional assignments. They are, in effect, teachers with many years of teaching experience. Their average number of years (in his study) is fourteen. They are teachers who prefer teaching in inner city schools. Eighty-four percent establish class rules and set clear expectations at the onset of the year. The quality of the teacher's human relationship with the students (loving the students, respecting and caring about them, being

honest with them, listening to them, and keeping lines of communication open) are the keys to success that these outstanding teachers offered.

Joyce Kayser (1984) says that effective schools literature sees teachers less as disciplinarians and more as managers of instruction. Skilled in the broader areas of classroom management, teachers are responsible for creating an environment where students can learn what they are asked to learn. If a student is cheating, disturbing others, or not listening, a classroom manager will look at what is causing the behavior and focus on the problem rather than the behavior per se. In this approach discipline is a means to an end and that end is learning. There is a process by which an instructional manager may insure effective discipline: 1) set rules with the students; 2) enforce the limits consistently; 3) provide options; 4) give consequences; 5) provide an appropriate level of instruction; and 6) be aware of racial and cultural differences.

Corby (1982) did a study of the importance of appropriate instructional level to achieve classroom management. The method enabled students to complete tasks, finish work on time, and develop self-discipline. The practicum proved a success.

Identifiable characteristics of well-managed classes are:

1. students are involved with high levels of work, especially with teacher-led instruction

2. students know what is expected of them and are generally quite successful
3. relatively little time is wasted; confusion and disruption is at a minimum
4. climate of the room is relaxed and pleasant

(Sanford, 1983)

Dixon (1983) claims that classroom management does not mean taking complete control over the students but rather providing a system through which the children can control themselves. She recommends the committee system which requires classroom committees that set and monitor rules.

Bluestein (1983) says that every well-run classroom is based on trust and well-organized routines.

Behnke (1981) did a study to determine appropriate "coping techniques" to deal with the various kinds of classroom distractions. This increased time on task, hence greater learning opportunities for the students.

Although many researchers and writers of articles point out strengths of teachers, many emphasize the importance of the whole faculty, staff and principal. Brophy (1982) points out that there are limits to what effective teachers are able to do. It is difficult to maintain academic focus when classroom activities are frequently interrupted by announcements on the intercom or noise in the halls. In addition, more can be done with a class of twenty students than with a class of forty, and more can be done

when the class contains only one or two disruptive students than when it contains six or eight. Issues of school funding, policy, and administration influence the effectiveness of teachers.

Curwin and Mendolin (1984) suggest that a social contract between teacher and students is an effective method of dealing with classroom behavior. Six specific elements of the contract include: 1) flag rules (developed by the teacher); 2) negotiable rules (teacher and students develop together); 3) consequences (teacher determined); 4) rules for teacher (reasonable ones set by students); 5) student-developed rules for students; and 6) a vote to determine which rules to enforce. The structure of the social contract gives the students the opportunity to see a limited democracy in action with the expectation that they will be contributing and responsible citizens.

Wayson (1985) points out that the best way to have successful classroom management is to be in a school that produces good school discipline. Eight organizational factors are typical of good schools which: 1) teach staff members to work together to solve problems; 2) spread authority for decision making; 3) find ways to make students feel ownership in the school; 4) develop rules and procedures that promote self-discipline; 5) design curriculum and instruction to reach, interest, and challenge the greatest number of students; 6) deal with personal problems that

affect the behavior of both staff members and students; and 7) reach out for stronger school/home cooperation.

In order to insure a change from an inner-city school of failure to one of excellence, focus on attitudinal changes, changes in school practices, and changes in classroom practices must be made says McCormack-Larkin (1985). Believing that the impossible can be done, making the appropriate curriculum changes to do it, and structuring the classroom to achieve it are the essential ingredients in making an outstanding academic school out of a poor one.

Lordon (1983) claims that the problem of school discipline is one which concerns every principal and teacher. Good order, smooth operation, clear procedures, and careful scrutiny of the total school program are keys to success. A wise principal and committed teachers must work together to achieve total school pupil management.

Fellmy (1982) says there are three key features of the discipline program that contribute to its effectiveness:

1. a philosophy of discipline clearly stated in the student handbook
2) a visible authority figure
3) suitable punishment and consistent application of school rules

Schools with well-disciplined students have developed a sense of community, marked by mutually agreed-upon behavioral norms; these norms surround students with examples

of acceptable behaviors and provide the subtle rewards and sanctions that encourage students to behave appropriately. Punishments and formal rules, which are rarely used and continually evaluated, play only a small part in such communities. Informal rules take over where formal rules leave off. Typically, informal rules consist of those tacit understandings of how all individuals- teachers and students alike- are expected to treat one another (Wayson & Lasley, 1984).

Although seemingly somewhat out of date, Ornstein (1972) offers an excellent list of specific techniques on how to attain and maintain classroom control in a (then-called) ghetto school. These techniques would work well in a middle-class school but are essential in an inner-city one.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

This practicum writer wanted to help new teachers feel more comfortable and competent in working with inner-city children. Through this competence they would in turn afford more opportunities for student learning and achievement to take place. In short, this writer wanted to develop and implement a plan to improve classroom/school behavior and learning.

Behavioral Expectations

The specific behavioral expectations evidencing the attainment of the general goals of increased competence and knowledge of classroom management that were projected for this practicum were:

1. The new teachers will be able to manage their classrooms in the halls, cafeteria, restrooms, and media center.
2. Evidence of student on-task behavior will be observed in the classrooms.
3. Teacher understanding of and self-confidence in managing student behavior will improve.

Evaluation Instruments

Survey instruments were designed to be directly related to the goals of the practicum.

A survey of fellow teachers was to be made to indicate if indeed the new teachers were managing their classes in the halls, cafeteria, restrooms, and media center (Appendix D). This was to be done to see if the first goal of the practicum was achieved.

A checklist (Appendix E) was to denote whether students were on task and other control qualities were evident during observations by the principal and this writer at the end of the practicum. Goal two achievement was to be indicated by this instrument.

Improvement in understanding inner city students' culture and in teacher self-confidence was goal three. A survey of the new teachers and their feelings about themselves was to be administered at the end of the practicum (Appendix F).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Although teacher attitude is a major problem for inner-city teachers (Hale, 1982) total change in thinking may be a job too large to be handled in the local situation.

A social contract (Curwin & Mendolin, 1984) may work with some students in middle and high school. However, students at the elementary school mentioned by the writer of this practicum would have difficulty comprehending a social contract much less following the conditions of one.

Wayson (1985) pointed out that school organization is a key factor in producing good discipline. A strong administrator who keeps in touch with school problems is necessary for this idea to become effective. This concept has been tried in the school where the practicum was done. However, classroom management and discipline problems persist.

Realization that one may not be suited for teaching in a low economic area may be hard for new teachers to admit, but may be the only solution after others have proven to be unsucessful. Transferring may be the only answer(Ornstein, 1972).

Description of Selected Solutions

The first step in providing a solution to the practicum problem was to solicit the support of the Assistant Superintendent for Elementary Instruction and the principal. At their suggestion and approval a method was formulated. In selecting an appropriate solution, the following were considered:

1. The amount of time available for the writer, and the teachers, to become involved in the project.
2. The most effective timing of the sessions for the project.
3. The willingness of the teachers to receive assistance.

The best solution was to provide a series of training sessions for teachers, indicated as needing assistance, in classroom management. Sequenced lessons, observations, and opportunity for formative evaluation would be the format.

Report of Action Taken

Although implementation would ideally have begun during preplanning week, several unusual happenings prevented its beginning then. Three of the four faculty vacancies at the practicum writer's school were filled, atypically, not by new teachers, but by older ones, experienced in inner-city schools. A need for assistance ceased to exist. During preplanning, then, a desperate request to the Assistant Superintendent for Elementary Instruction was made for assistance in locating suitable subjects. Expecting an immediate response, the writer became panicky when no reply came by the middle of September. A reminder note produced an immediate call from a principal who had been selected to assist before school began, but had been too swamped with duties to respond.

The practicum began September 16 with five teachers at a sister elementary inner-city school inherently identical to the writer's own school. One teacher was brand new, two had taught one year each in a private all-white Christian school, and two were on probation for identified class management problems. One taught kindergarten, one first grade, one third, and two fourth. Four were white and one was black.

A planning conference with the principal began the practicum. The length of implementation was settled upon, and the meetings with the teachers were scheduled. It was de-

cided that the curriculum director would not be involved. Meetings were scheduled weekly until December 10 in the school media center.

The first session with the teachers mainly covered discussion of their backgrounds and formation of a comfortable working relationship (Appendix G).

Session two was mainly on differences in middle class and black inner city culture (Appendix H). Input from the black teacher supported the outlined comparisons and lent credibility to the premise that differences in cultures can be a major cause of problems in classroom management.

Session three (Appendix I) involved a brief discussion of lesson plan tips for the first day of school. (This was no longer of major importance since school had begun several weeks earlier.) A discussion of Ornstein's article,"Techniques and Fundamentals for Teaching the Disadvantaged" was begun. The teachers had read the article during the week. Further discussion continued through Session four.

Sessions five and six were geared toward discussing with-it-ness (a useful term meaning knowing what is happening in the whole room without looking). Also discussed were other tips and steps to insure ideal learning environments. In addition, the teachers were prepared for their group observation of this practicum writer in her classroom. They were given a simple checklist of indicators denoting what they had observed (Appendix J). Discussion

of the instrument concluded the session.

The seventh session involved the actual observation of this practicum writer. In addition to the five teachers, the principal observed. She completed an observation sheet as well as all five teachers. As it happened, the observation was a last minute, unplanned thing because of the unexpected availability of volunteers to take over the teachers' classes for them. However, regardless of prior preparation, the observation was successful in demonstrating the skills that had been discussed prior to that day. All observers remained in the room for one hour and forty-five minutes.

The eighth session was held on the afternoon of the observation and involved an excellent discussion of the advantage of viewing all the skills which had been previously taught and were actually being put into action. Questions and answers flowed easily and interest was high. Discussion of the observation checklist to be used on the teachers during the writer's and their principal's observations of them ended the session (Appendix E).

Sessions nine, ten, eleven, twelve, and thirteen were done weekly. Each was a forty-five minute observation of one of the five teachers involved in the practicum. An observation sheet (Appendix E) was filled out on each teacher. The checklist is similar to the one used by the local system's principals to evaluate teachers yearly.

Evidence of techniques suggested by this writer was closely observed.

Sessions fourteen, fifteen, sixteen, seventeen, and eighteen were done on the same day as each teacher's observation. The sessions were individual conferences with the teacher and concerned the results of the observation. The instrument was reviewed and discussed. Suggestions were made for improvement. Feedback on what might be of further help was elicited. Questions about what should be done in actual situations were asked and discussed at length.

Session nineteen was with the principal and concerned teacher improvement. Observation sheets that the principal had completed (Appendix E) on the teachers after the practicum were given to this writer. The general value of the practicum was discussed. The principal expressed appreciation for help with her faculty.

Session twenty was a wrap-up session with the teachers completing the questionnaire (Appendix F) on teacher understanding and self-confidence. All teachers expressed verbally how much the assistance had helped them.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The general goal of this practicum was to assist new teachers at an inner-city school in feeling more comfortable and competent in working with their students. Through this competence, more opportunities for student learning would take place.

Specifically, three major objectives were stated:

1. The new teachers will be able to manage their classes in the halls, cafeteria, restrooms, and media center.
2. Evidence of student on-task behavior will be observed in the classrooms.
3. Teacher understanding of and self-confidence in managing student behavior will improve.

Evidence of the first objective being met are the results of the survey of fellow teachers (Appendix D) on student behavior. Answers indicate that of the fifteen teachers who responded, six were rarely disturbed by new teachers' students, seven were sometimes disturbed, and two were freqeuntly disturbed.Three respondents had rarely seen evidence of successful methods of controlling students, six had sometimes, and six had frequently seen evidence of it. Twelve co-workers thought the new teachers were more successful

than others had been. Three thought they were not more successful.

Observation checklists completed by the principal and this practicum writer (Appendix E) indicated whether the teachers were using skills to enhance learning in their classrooms. Sum totals were necessary because policy or law prohibited the principal from identifying evaluations using teachers' names. The first number indicates the principal's total; the second one indicated this writer's.

Rater reliability was high with all totals being no more than a difference of one. The item which all teachers scored yes was "Specific feedback is provided to learners when their performance is adequate". The item which scored the highest number of negative responses(principal and practicum writer) was the one indicating that active involvement was sought from learners who were passive to instruction. All other items had considerably more yes than no responses.

On the objective concerning increased teacher understanding and confidence (Appendix F), all indicated that they were more confident, had developed classroom management skills and that they realized the students' values were different and could cause conflict.

Verbal interaction between the whole faculty and principal conveyed to this writer the positive value of the way the assistance was organized and implemented.

Conclusions

From the results of the data it would be so simple to conclude that five teachers started out the year with a myriad of problems and now have none related to classroom management. Such cannot be the case.

The survey of fellow teachers on student behavior in the halls, etc., indicate that some classes still disturb others often. Perhaps these are high-strung respondents or perhaps it is only one of the five who is making all the noise. In addition, the observation checklist, filled out by the principal and practicum writer indicates that some problems in maintaining learner attention persist. However, this writer would speculate that the teachers who were rated down by the principal and this writer were the same ones in each instance. That being the case, three of the teachers are doing well and two may have improved some, but may still not meet minimum standards. These could be the teachers who had been previously identified as being deficient in classroom management techniques. Support for this writer's premise that teachers are born, not made (at least the outstanding ones) may be strengthened.

Although the teachers responded that they felt better able to control their students (Appendix F) actual improvement in self-concept may be due to the Hawthorne Effect because of the additional attention given them.

Recommendations

Several recommendations can be made from the results and conclusions of this practicum.

1. New teachers to an inner-city school should establish some rapport with an experienced teacher.
2. Anyone assisting the teacher should preferably be from another school with a similar population.
3. Several observations should be set up for the new teacher so he/she can see what really needs to go on in a classroom.

Dissemination

The contents of this practicum were submitted as an outline for a staff development course that is provided by the local system for credit. Since forty-five percent of the students in the county are black, many teachers will elect this course as one that will be helpful in their teaching situation.

With some editing this report will be submitted to The Middle School Journal and Learning for publication. There seems to be renewed interest in this topic at this time.

Results of the practicum will be of value to those using ERIC for more information on how to assist new teachers with class management problems in inner city schools. Submission of this report to ERIC is being planned.

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APPENDICES

APPENDIX A

TEACHER SURVEY

1. In the past, have new teachers to this school been immediately successful in classroom management?

YES 2 NO 12 (One answered,"I don't know.")

2. Do you think preparing teachers for their new environment would be helpful to you by eliminating noise and disturbance?

YES 13 NO 1 (One answered,"I don't understand")

3. Do you think more learning could take place if new teachers were prepared to manage their classrooms?

YES 15 NO 0

4. Would you have benefitted from guidelines on how to work with the children here when you first came?

YES 15 NO 0

APPENDIX B

PRINCIPAL'S LETTER

September 19, 1986

Mrs. Agnes Deane
5726 Trowbridge Lane
Macon, Georgia 31210

Dear Mrs. Deane:

I am pleased to work with you on your project of classroom management in the inner city schools. I believe it is crucial that new teachers, especially middle and high social economic, learn how to work with the inner city low social economic child.

Many times, culturally different teachers experience "cultural shock" when they are placed in an inner city school. These teachers lose complete control of their classes and they "burn-out" very easily. This is a very stressful situation for the teachers, students, parents and the entire school. These teachers need to understand that although the students' culture is different, they still have the same basic needs and desires as the other culture. The teachers exemplify low expectation of the students, as well as of themselves. The students, therefore, give the teachers exactly what they expect of them.

Teachers should continue to set high expectations of the students and of themselves. They must understand how to be flexible and willing to learn more about the other culture. Teachers must help the students to learn that they must follow the rules and standards set by society.

These are my feelings of how new teachers can help to maintain discipline in the inner city schools.

Sincerely,

APPENDIX C

SURVEY OF NEW TEACHERS

1. Do you think black inner city children require a different kind of classroom management?

   YES___5___ NO____

2. Do you feel that you could profit from instruction on how to have better classroom management?

   YES__5__ NO____

3. Would you be willing to devote a few extra hours in learning how to be successful in an inner-city school?

   YES__5__ NO____

APPENDIX D

STUDENT BEHAVIOR SURVEY

1. When the new teachers' students are in the hall, cafeteria, media center, restrooms, do they disturb you in your classroom?

   RARELY 6 SOMETIMES 7 FREQUENTLY 2

2. Have you seen evidence that the new teachers use successful methods to control their students in the cafeteria, media center and restrooms?

   RARELY 3 SOMETIMES 6 FREQUENTLY 6

3. Do you think that these new teachers are more successful in dealing with students here than other new teachers have been?

   YES 12 NO 3

APPENDIX E

OBSERVATION CHECKLIST

* First numbers are principal's ratings.
  Second number is that of the practicum writer.

1. Learner attention is evident before directions or explanations are provided.

   YES 4 / 3 NO 1 / 2

2. Necessary materials, media, and/or aids are easily accessible.

   YES 4 / 5 NO 1 / 0

3. Classroom efficiency is enhanced by delegating routine tasks or by having learners assume responsibility.

   YES 4 / 5 NO 1 / 0

4. Instructional activities begin promptly.

   YES 5 / 4 NO 0 / 1

5. There are no unnecessary delays during instruction (e.g. during transitions, due to different times of group work, or during routine tasks.)

YES 3 / 3 NO 2 / 2

6. There are no undesirable digressions.

YES 4 / 3 NO 1 / 2

7. Instructional activities continue until the end of the allocated period.

YES 3 / 4 NO 2 / 1

8. Expectations about learner outcomes are communicated at the onset of activity/activities.

YES 3 / 4 NO 2 / 1

9. Specific feedback is provided to learners when their performances are adequate.

YES 5 / 5 NO 0 / 0

10. Enthusiasm is communicated from teacher to students.

YES 3 / 3 NO 2 / 2

11. Warmth and friendliness are demonstrated by smiling, laughing or displaying a sense of humor.

YES 4 / 4 NO 1 / 1

12. Learners are given personalized encouragement when they have difficulty.

YES 4 / 4 NO 1 / 1

13. Active involvement is sought from learners who are attending only passively to instruction.

YES 2 / 2 NO 3 / 3

14. Learners are on task 85% or more of the time.

YES 4 / 3 NO 1 / 2

15. Expectations about behavior are made clear to learners.

YES 3 / 4 NO 2 / 1

16. Behavior of the entire class in monitored throughout the lesson.

YES 4 / 4 NO 1 / 1

17. Learner/learners who act inappropriately or otherwise interfere with instruction are identified and dealt with quickly.

YES 4 / 4 NO 1 / 1

APPENDIX F

SURVEY OF TEACHER UNDERSTANDING
AND SELF CONFIDENCE

1. I feel more self-confident about being in charge of my classroom.

YES_5__ NO____

2. I have developed skills in how to increase learning by keeping students on task.

YES_5__ NO____

3. I feel that I am capable of maintaining classroom control without outside help.

YES_5__ NO____.

4. I recognize that the students' values and mine may be different and sometimes cause conflict.

YES_5__ NO____

APPENDIX G

CONFERENCE DAY

I. ATTITUDES OF NEW TEACHER - Discussion

A. Prior

B. New ones to assimilate

II. BACKGROUND EDUCATION

III. FORMER EXPERIENCES WITH THOSE OF A DIFFERENT CULTURE

APPENDIX H

SESSION TWO

I. Characteristics of Black Culture

A. Power

B. Values

C. Socioeconomic status

D. Families

F. Attitudes (particularly towards education)

II. Academic differences in inner-city students

A. Definition of success

B. Motivation

III. Communication

A. Language

B. Empathy

C. Common ground

D. With parents

APPENDIX I

SESSION THREE

I. PREPARATION FOR THE FIRST DAY OF CLASS

A. Lesson plans- information from

August, 1983 Instructor,

Sept., 1982 Learning

August, 1982 Instructor

Sept., 1979 Teacher

August, 1980 Instructor

August, 1976 Instructor

B. Class organization

C. Structured environment

D. Established routine

E. Ornstein's "musts" (pp. 27 of practicum)

F. Readiness to be "tested" by students

G. Overlapping

H. With-it-ness

I. Hints for making the first day a success

APPENDIX J

OBSERVATION OF PRACTICUM WRITER

Demonstration of

Yes	NO	
6		1. neat attractive room
6		2. consistent class routine
6		3. soft but firm voice
6		4. teacher being focus of all students' attention
6		5. clear instructions given
6		6. full class participation
6		7. students remaining seated
6		8. relaxed feeling in classroom
6		9. teacher dealing with individual student if discipline problems occur
6		10. specific feedback given to individual learners
6		11. most learners on task
6		12. teacher and students displaying positive attitudes
6		13. dismissal to indicate end of lesson